

Childminder report

Inspection date: 29 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a calm, welcoming and home-from-home environment. Her warm and nurturing personality helps children to thrive. Children settle quickly, feel safe and happy. The childminder works closely with parents to tailor the arrangements for settling their children in. She ensures that children feel emotionally secure and confident in her care. Children talk happily to the childminder about the trees they can see on top of the hill. They describe how the trees 'look like elephants'.

The childminder is ambitious for children, overall. She challenges children to recognise the nursery rhyme she plays on a musical instrument and encourages them to sing to the music. The childminder is highly responsive to children's curiosity as they notice the spider on the wall. She encourages children to think of a song they know about spiders. Children enthusiastically sing 'Incy Wincy Spider'. They know a wide range of songs and rhymes.

The childminder is gentle, but consistent in her expectations of children's behaviour. She teaches children about road safety and supports them to develop caring attitudes towards one another. Older children hold younger children's hand when crossing the road during outings. Children behave very well. The childminder takes children on an extensive range of outings, including walks along the sculpture trail and visits to castles. Children thoroughly enjoy these experiences.

What does the early years setting do well and what does it need to do better?

- The childminder builds strong foundations for children's literacy development. She reads each day to help children to know a wide range of traditional stories. The childminder uses an expressive voice which helps to focus children's listening. Children concentrate well and thoroughly enjoy the story about 'Goldilocks and the Three Bears'. They enthusiastically and accurately act out the story using different-sized teddy bears and a doll. Children show good memory recall skills.
- The childminder is clear about what she wants children to learn. She provides a strong focus on developing their speaking skills. The childminder surrounds children in language and listens to them attentively. She swiftly identifies when children's language skills are not developing as expected and puts interventions in place to support them. Children develop good language skills. They talk clearly using well-constructed sentences and a wide vocabulary.
- Children are curious and highly motivated in their play. They are imaginative and pretend it is their birthday. Children name the colours of the different play resources they use to make their pretend cake. They state clearly, 'It is a unicorn cake'. The childminder teaches children about the different shades of the same

colour and seamlessly joins in their play. However, on occasions, the childminder limits opportunities for children to consistently develop their creative ideas and self-expression during art activities.

- The childminder supports children's mathematical understanding extremely well. She encourages children to count, identify numbers and supports their understanding of time, including the past, present and future. Children count confidently and identify how many they have altogether. They also put play resources in the correct order according to size. Children develop their understanding of 'big', 'middle sized' and 'small'.
- The childminder encourages children's independence particularly well. Children enthusiastically climb up the wooden step to the sink. They wash and dry their own hands and put their paper towel in the bin. The childminder gently reminds them when they forget. Children choose their own safety knife and carefully cut their fruit. They follow the childminder's clear guidance. Older children confidently manage their own personal care. They delight in the praise that they receive from the childminder.
- Parents speak very positively about the childminder and the quality of care which she provides. The childminder keeps parents informed about their children's development. Parents value the ideas she gives them to support their children's learning at home. They feel reassured and are pleased with how responsive the childminder is to their children's individual needs. Parents like how the childminder 'treats their children as if they were her own'.
- The childminder is dedicated to continually developing her knowledge and skills. She regularly accesses training and reads the latest early years updates to keep informed. The childminder works in close partnership with local childminders, nurseries, schools and other professionals. She shares information about children's learning where care is shared. This helps to promote a consistent approach to children's education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the curriculum for expressive arts and design to consistently maximise opportunities for children to develop their own creative ideas and self-expression during activities.

Setting details

Unique reference number	EY242189
Local authority	Bradford
Inspection number	10312326
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Cross Roads, Keighley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Sugden

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the childminder's interactions with children during a range of activities and assessed the impact on their learning.
- The childminder and the inspector carried out a joint evaluation of a literacy activity. They discussed teaching and the impact on children's learning.
- Parents told the inspector, through telephone discussions and written feedback, how their children's learning is supported, how the childminder keeps them informed about their children's learning and how their children are kept safe.
- The inspector spoke to children during the inspection. She observed them during their play and daily routines.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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